

California Department of Education
Academic Program Survey—High School Level
Addendum for 2007 Mathematics adoption

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score:				
1. Instructional Program	1.3 The school/district provides State Board of Education (SBE)-approved, standards-aligned mathematics textbooks and instructional materials, documented to be in daily use in all classrooms with materials for all students enrolled in Algebra I.	<p>Full implementation means that all students enrolled in Algebra I have and are appropriately using on a daily basis, the most recent SBE-approved instructional program in Algebra I.</p> <p>▪ SBE-approved mathematics programs include:</p> <ul style="list-style-type: none"> ○ CGP Education, Inc; <i>California Standards-Driven Mathematics Program: Algebra I</i>; 2007; 8 ○ CPM Educational Program; <i>Algebra Connections</i>; 2008; 8 ○ Glencoe/McGraw-Hill; <i>Glencoe California Algebra I: Concepts, Skills & Problem Solving</i>; 2008; 6-8 ○ Holt, Rinehart and Winston; <i>Holt California Mathematics: Course 1, Course 2, Algebra I</i>; 2008; 6-8 ○ Key Curriculum Press; <i>Discovering Algebra: An Investigative Approach, CA Edition</i>; 2008; 8 ○ Kinetic Books; <i>Algebra I</i>; 2007; 8 ○ McDougal Littell, a division of Houghton Mifflin; <i>McDougal Littell CA Pre-Algebra and Algebra I</i>; 2008; 7-8 ○ McDougal Littell, a division of Houghton Mifflin; <i>McDougal Littell CA Math Course 1, Course 2, Algebra I (Ron Larson and others)</i>; 2008; 6-8 ○ McDougal Littell, a division of Houghton Mifflin; <i>McDougal Littell CA Structure and Method Course 1, Course 2, Algebra I (Mary P. Dolciani and others)</i>; 1996-2008; 6-8 ○ Pearson Prentice Hall; <i>Prentice Hall; Prentice Hall Mathematics California</i>; 2009; 6-8 ○ Pearson Prentice Hall; <i>Prentice Hall Mathematics California Algebra I (Classic)</i>; (Smith and Charles); 2008; 8 <p>Citation: A discussion of mathematics intervention is found in: <i>Mathematics Framework for California Public Schools (2006)</i> pp. 338-373.</p>		Fully	Substantially	Partially	Minimally
			1.3 Math	4	3	2	1
			Comments:				
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach appropriate documents							

California Department of Education
Academic Program Survey—High School Level
Addendum for 2007 Mathematics adoption

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score:					
1. Instructional Program	1.4 The school/district provides State Board of Education (SBE)-adopted, standards-aligned mathematics textbooks and instructional materials, documented to be in daily use in all classrooms with materials for all identified students enrolled in Algebra Readiness.	<p>Full implementation means that all identified intervention students have and are appropriately using on a daily basis, the most recent SBE-adopted Algebra Readiness instructional program in mathematics.</p> <p>■ SBE-adopted Algebra Readiness programs include:</p> <ul style="list-style-type: none"> ○ America's Choice, Inc.; <i>Ramp-up to Algebra</i>; 2007; 8 ○ CompassLearning, Inc.; <i>Odyssey Focus Math: Algebra Readiness</i>; 2007; 8 ○ Glencoe/McGraw-Hill; <i>California Algebra Readiness: Concepts, Skills, and Problem Solving</i>; 2008; 8 ○ Holt, Rinehart and Winston; <i>Holt California Algebra Readiness</i>; 2008; 8 ○ iLearn, Inc.; <i>iPASS Algebra Readiness</i>; 2007; 8 ○ JRL Enterprises, Inc. (I Can Learn Ed. Systems); <i>I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry</i>; 2007; 8 ○ McDougal Littell, a division of Houghton Mifflin; <i>McDougal Littell Algebra Readiness</i> ○ MIND Research Institute (formerly MIND Institute); <i>Algebra Readiness</i>; 2007; 8 ○ Pearson Prentice Hall; <i>Prentice Hall Mathematics California Algebra Readiness</i>; 2009; 8 ○ Pearson Prentice Hall; <i>Connecting to Algebra for Algebra Readiness</i>; 2009; 8 ○ UCLA Mathematics Department; <i>Introduction to Algebra</i>; 2007; 8 <p>Citation: A discussion of mathematics intervention is found in: <i>Mathematics Framework for California Public Schools (2006)</i> pp. 338-373.</p>		Fully	Substantially	Partially	Minimally	
			1.4 Math	4	3	2	1	
			Comments:					
Documentation		Additional Comments						
Mathematics								
District Purchase Date:								
School Distribution Date:								
Classroom Distribution Date:								
Attach appropriate documents								

California Department of Education
Academic Program Survey—High School Level
Addendum for 2007 Mathematics adoption

Essential Program Component	Objective	Criteria, Clarification, and Citations	Implementation Status Circle the most appropriate score:				
2. Student Access to High School Standards-aligned Core Courses	2.2 The school's master schedule and mathematics course pacing guides reflect an effective use of instructional time and provide all students appropriate access to the necessary mathematics courses and instruction needed to master Algebra I and the required skills to pass the related components on the CAHSEE.	Full implementation means the school's master schedule and mathematics pacing guides reflect instructional time sufficient to provide all students appropriate access to the necessary mathematics courses and instruction needed to master Algebra I and the skills tested on the CAHSEE.		Fully	Substantially	Partially	Minimally
			2.2 Math	4	3	2	1
			Comments:				
Documentation		Additional Comments					
	Mathematics						
Master Schedule							
Description of course content:							
Description of Intervention Programs:							

California Department of Education
Academic Program Survey—High School Level
Addendum for 2007 Mathematics adoption

Essential Program Component	Objective	Criteria, Clarification, and Citations	Implementation Status Circle the most appropriate score:				
5. Student Achievement Monitoring System	5.2 The school/district has an assessment and ongoing monitoring system (i.e., entry-level placement/diagnostic, progress monitoring [formative] and summative assessments), to inform teachers and principals on student placement/diagnoses, progress, and effectiveness of instruction in Algebra I and Algebra Readiness classes.	Full implementation means all teachers of Algebra I and Algebra Readiness are uniformly using entry-level assessments, ongoing curriculum embedded assessments and summative assessments, and the data from these assessments are used to determine student readiness to successfully access Algebra I standards; monitor ongoing student progress; inform instructional practice in the classroom; identify individual student needs and determine effectiveness of instruction.		Fully	Substantially	Partially	Minimally
			5.2 Math	4	3	2	1
			Comments:				
Documentation		Additional Comments					
	Mathematics						
Examples of Curriculum-Embedded Assessments							
Sample report of assessments at the following levels:							
School:							
Classroom:							

California Department of Education
Academic Program Survey—High School Level
Addendum for 2007 Mathematics adoption

Essential Program Component	Objective	Criteria, Clarification, and Citations	Implementation Status Circle the most appropriate score:					
8. Intervention Programs for Students Below Grade Level	8.2 School/district provides (a) instruction in a State Board of Education (SBE)-adopted Algebra readiness program for all identified intensive intervention students who are unable to demonstrate proficiency in 7th grade mathematics standards, and (b) appropriate instructional strategies and additional instructional time during the school day for the strategic students who are unable to demonstrate proficiency in Algebra I and/or are at risk of failing the mathematics portion of the CAHSEE.	<p>Full implementation means that the high school: (a) uniformly offers instruction in a SBE-adopted Algebra readiness program for all identified intensive intervention students who are unable to demonstrate proficiency in seventh grade mathematics standards, and (b) has appropriate instructional strategies and additional instructional time during the school day for strategic students who are unable to demonstrate proficiency in Algebra I and/or are at risk of failing the mathematics portion of the CAHSEE</p> <p>Citation: A discussion of mathematics intervention is found in: <i>Mathematics Framework for California Public Schools (2006)</i> pp. 338-373.</p>		Fully	Substantially	Partially	Minimally	
			8.2 Math	4	3	2	1	
			Comments:					
Documentation		Additional Comments						
	Mathematics							
District Purchase Date:								
School Distribution Date:								
Classroom Distribution Date:								
Attach appropriate documentation								